

**CONTENT STANDARD**

*Students in Wisconsin will use critical-thinking skills to function as citizens who are literate about economics through development of personal consumer economic skills and a knowledge of societal and governmental responsibility.*

**Rationale:** The American economy is based on a private enterprise system in which the sum total of the millions of individual choices made by consumers, workers, and citizens affect the decisions made by business owners and government officials. In order to make these informed decisions, individuals must clearly understand how the system operates while comprehending their role in the system.

**PERFORMANCE STANDARDS**

- D.12.1 Describe the components of economic activity and illustrate how they interact with each other
- D.12.2 Describe possible effects of the national debt on the level of economic activity in the long run
- D.12.3 Explain how consumer legislation may affect consumer product prices
- D.12.4 Demonstrate an understanding of current local, state, national, and international economic issues
- D.12.5 Describe the roles of business enterprises, consumers, and government in our mixed economy
- D.12.6 Explain how interest rates are determined by market forces and how they influence the amount of borrowing and saving by business investors, consumers, and government officials

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# *Supply and Demand*

## **Standard**

D.12.1 Describe the components of economic activity and illustrate how they interact with each other

## **Directions**

There are two parts required for this activity. First, prepare a supply and demand schedule illustrating the supply and demand for fresh-baked cookies at Superb High School during a given period of time. The information necessary to prepare the schedule is provided below:

- At \$.20, suppliers provide 100 and students demand 400.
- At \$.30, suppliers provide 150 and students demand 350.
- At \$.40, suppliers provide 200 and students demand 300.
- At \$.50, suppliers provide 250 and students demand 250.
- At \$.60, suppliers provide 300 and students demand 200.
- At \$.70, suppliers provide 350 and students demand 150.

Then, prepare a word processed essay explaining the following:

1. What the schedule is illustrating.
2. What happens to quantity demanded as price increases and decreases.
3. What happens to quantity supplied as price increases and decreases.
4. The equilibrium market price at which supply and demand equal.
5. At what prices shortages and surpluses of fresh-baked cookies will occur.
6. Other factors that will affect the supply and demand of fresh-baked cookies.

## **Supply and Demand**

### *Scoring Standard*

You must achieve a rating of "yes" on each criterion to demonstrate competence.

### *Rating Scale*

Yes= Covered the criterion accurately and completely

No= Did not cover the criterion accurately and completely

Student Name \_\_\_\_\_ Date \_\_\_\_\_

*Scoring Guide*

Criteria	Rating	Comments
1. Schedule illustrates supply and demand for fresh-baked cookies at Superb High School	yes    no	
2. Schedule is compiled using table format within any chosen computer software application	yes    no	
3. Schedule is printed and submitted to instructor for evaluation	yes    no	
4. Essay contains/addresses supply and demand information pertaining to Superb High School	yes    no	
5. Essay accompanies printed schedule of the Superb High School's fresh baked cookie supply and demand data	yes    no	
6. Essay explains what happens to quantity demanded as price increases and decreases	yes    no	
7. Essay explains what happens to quantity supplied as price increases and decreases	yes    no	
8. Essay explains the equilibrium market price at which supply and demand are equal	yes    no	
9. Essay explains how shortages and surpluses of goods will occur at given prices	yes    no	
10. Essay explains other factors that will affect the supply and demand of goods	yes    no	
11. Essay is word-processed with correct grammar, punctuation and spelling	yes    no	

Teacher \_\_\_\_\_ Date \_\_\_\_\_

### **Directions to Teacher**

Be prepared to provide graph paper for the students to prepare the supply and demand schedule.

As a class, discuss how shortages and surpluses occur in supply and how factors other than price affect supply and demand (i.e., seasons, demographics, promotion, etc.).

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## *Describe Impacts of National Debt*

### **Standard**

D.12.2 Describe possible effects of the national debt on the level of economic activity in the long run (see SS D.8.6)

### **Directions**

In this activity, you will be a member of a debate team. Your subject for the debate will be either FOR or AGAINST balancing the national debt. With your team, research reasons FOR or AGAINST balancing the national debt by using books, magazine articles, the Internet, etc., as resources. On the date specified by your teacher you will carry on a debate with another team. Your role will be to influence the group of students, faculty, parents, and/or community members (judges) in favor of your group's point of view. You will be evaluated according to the completeness of the argument you pose for your viewpoint, as well as your participation on the debate team. Your instructor will present some questions that will be asked during the debate. All team members must be included in the debate and a visual aid must be incorporated. See the scoring guide for how your debate team will be evaluated by both the teacher and the group of judges, and how you will be evaluated by your team members.

### **Prompt**

As a member of a debate team it is your job to assign roles to your teammates in order to assure that everyone is taking part in the research, visual aid construction, and the debate itself. Some suggested roles include: Team Leader, Recorder, Visual Aid Committee Member, Research Committee Member.

Some of the questions you will be presented with during the debate are listed below. The time limit for your team's portion of the debate will be fifteen minutes.

#### **Sample Questions:**

1. What is your stand regarding the national debt?
2. Explain the history of how the national debt has grown.
3. Give at least two reasons for your viewpoint.
4. What is the affect this stand could possibly have on individuals?  
Taxes? Interest rates?
5. What is the affect this stand could possibly have on the economy overall? Interest rates? Inflation?

Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Debate Evaluation by Instructors and Judges

### Scoring Standard

You must achieve a rating of "yes" on each criterion to demonstrate competence.

### Rating Scale

Yes= Completed the criterion accurately and completely

No= Did not cover the criterion accurately and completely

### Scoring Guide

Criteria	Rating	Comments
1. All team members have a role to play during the debate	yes    no	
2. The team uses a visual aid to present their argument	yes    no	
3. The visual aid is easy to read by members of the judging panel	yes    no	
4. The team presents at least two reasons for their point of view	yes    no	
5. The team backs up their two reasons with supporting data and resources used	yes    no	
6. The team appear to be prepared	yes    no	
7. The team answers all of the questions posed to them	yes    no	
8. The team appears confident with their responses	yes    no	
9. The team's argument is convincing	yes    no	
10. The team stayed within the fifteen-minute time limit	yes    no	

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Team Member's Name \_\_\_\_\_ Date \_\_\_\_\_

**Debate Team Member Evaluation***Scoring Standard*

You must achieve a rating of "yes" on each criterion to demonstrate competence.

*Rating Scale*

Yes= Completed the criterion accurately and completely

No= Did not cover the criterion accurately and completely

*Scoring Guide*

Criteria	Rating	Comments
1. This person plays an active part in gathering data	yes    no	
2. This person plays an active part in preparing for and rehearsing the debate	yes    no	
3. This person plays an active part in preparing the visual aid	yes    no	
4. This person provides good feedback/constructive criticism to the group	yes    no	
5. This person supports decisions that were made by the team	yes    no	

Your Name \_\_\_\_\_ Date \_\_\_\_\_

### **Directions to Teacher**

Break the class into two groups. One group will research reasons for balancing the national debt, the other will research reasons for not balancing the national debt. Provide the students with access to the Internet, the library, or any other relevant resources that will help them support their viewpoint. On the date you specify, bring in a group of students, faculty, parents and/or community members and prepare them to be the judges by providing them with a scoring guide (a sample is provided). Assign someone the role of being timekeeper to make sure that each team does not go over its fifteen-minute time limit.

As the instructor, you will need to compile a list of questions to be asked of each team. Questions should be relevant to the current economic situation and national debt statistics.



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## *Legislation's Effect on Consumer Product Prices*

### **Standard**

D.12.3 Explain how consumer legislation may affect consumer product prices (see SS D.12.5)

### **Directions**

For this activity, you will be required to research the 1994 Child Safety Protection Act and the consequences of this act on consumer product prices. Using any available resources such as the Internet, magazines, legal briefs, etc., research the history of this legislation, explain the significance this legislation has had on consumer choices and the effect it has had on consumer product prices. In addition, describe your reaction to the legislation. Is it something you are for or against? Why? Be sure that your research paper incorporates the following:

1. Initiative for this legislation
2. History of the legislation (who proposed it and why)
3. What effects this legislation has had on consumer decision-making and market choices
4. Affect the legislation has had on consumer product prices

Your paper is required to be word processed, between 3-5 pages, using a font size no larger than 12, and line spacing no larger than double spaced. In addition, include a bibliography citing a minimum of five sources. The title page must include your name, course name, title of your research paper, and the current date.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Legislation's Effect on Consumer Product Prices

### Scoring Standard

You must achieve a rating of "yes" on each criterion to demonstrate competence.

### Rating Scale

Yes= Completed the criterion accurately and completely

No= Did not cover the criterion accurately and completely

### Scoring Guide

Criteria	Rating	Comments
1. Research paper is word processed	yes no	
2. Research paper is the specified length	yes no	
3. Research paper uses a font size no larger than 12 and line spacing no larger than double	yes no	
4. Research paper includes a title page meeting the requirements	yes no	
5. Research paper includes a bibliography page with a minimum of five sources	yes no	
6. Research paper uses correct format for citing the resources	yes no	
7. Research paper explains the initiative for this legislation	yes no	
8. Research paper explains the history of this legislation including who proposed it and why	yes no	
9. Research paper explains what effects this legislation has had on consumer decision-making and market choices	yes no	
10. Research paper explains what effects this legislation has had on consumer product prices	yes no	
11. Research paper states position either for or against this legislation	yes no	
12. Research paper explains position either for or against this legislation	yes no	

Teacher \_\_\_\_\_ Date \_\_\_\_\_

## **Directions to Teacher**

None.

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## *Report on Economic Issues*

### **Standard**

D.12.4 Demonstrate an understanding of current local, state, national, and international economic issues (see SS D.12.6, D.12.13)

### **Directions**

For this activity you will read or listen to current news for a period of four weeks from one of the following mediums:

- newspapers
- magazines (either hard copies or on the Web)
- news radio
- local/national TV news broadcasts

Covering a four-week period, you will prepare two typed reports of one-half to one-page in length each week, for a total of eight (8) short papers. Of the eight reports at least one report will cover economic issues for each of the following: local, state, national and international.

Each paper will include the following:

1. Date of news story
2. Source of information (give name of publication or broadcast)
3. Level of news/issues: local, state, national, or international
4. One to two paragraphs summarizing news/issues
5. One paragraph summarizing effect/impact these issues have on the local, state, national, or international economy.

Your eight reports should be word processed with correct grammar, spelling, and punctuation.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**Report on Economic Issues***Scoring Standard*

You must achieve a rating of "yes" on each criterion to demonstrate competence.

*Rating Scale*

Yes= Completed the criterion accurately and completely

No= Did not cover the criterion accurately and completely

*Scoring Guide*

Criteria	Rating	Comments
1. You submit 8 reports (two/week for four weeks) to your teacher for evaluation	yes    no	
2. At least one report pertaining to each local, state, national and international news is included as part of the eight reports	yes    no	
3. Reports indicate the dates of the news story	yes    no	
4. Reports denote source of the information	yes    no	
5. Reports identify the level of news/issues	yes    no	
6. Reports summarize the news in one to two paragraphs	yes    no	
7. Reports explain how the current news/issues affect the corresponding local, state, national, or international economy	yes    no	
8. Reports are word processed	yes    no	
9. Reports contain correct spelling, grammar and punctuation	yes    no	

Teacher \_\_\_\_\_ Date \_\_\_\_\_

### **Directions to Teacher**

The reports may be turned in weekly or as a completed project at the end of the four weeks. If all are turned in as a completed project after four weeks, be sure the learner has two reports dated each week to indicate that they observed news items each week on an on-going basis.

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## *Roles in our Mixed Economy*

### **Standard**

D.12.5 Describe the roles of business enterprises, consumers, and government in our mixed economy (see SS D.8.10, D.12.7, D.12.14)

### **Directions**

For this activity you will:

1. Choose a local business owner/operator to interview.
2. Develop questions to ask him/her regarding the roles of businesses, consumers, and government in our economy.
3. Upon contacting the owner/operator, introduce yourself and your purpose in calling. Ask for the owner's willingness to provide you with some information you are seeking for a class project.
4. Upon completion of your interview, thank the owner for his/her cooperation.
5. Prepare a one-page, word processed report summarizing your interview and including the following:
  - a. name of person interviewed and his/her business affiliation
  - b. date of interview and procedure (i.e., telephone, personal interview, etc.)
  - c. questions asked in the interview
  - d. owner's/operator's perspective of decisions to be made and roles of business enterprises, consumers, and government.
6. You will orally present a 2-3 minute summary of your interview using your report as a guideline for presentation.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Roles in our Mixed Economy

### Scoring Standard

You must achieve a rating of "satisfactory" on each criterion to demonstrate competence.

### Rating Scale

S= Satisfactory; completed the criterion accurately and completely

U= Unsatisfactory; did not cover the criterion accurately and completely

### Scoring Guide

Criteria	Rating	Comments
1. Report includes date of interview and process of interview	S U	
2. Report includes name of business owner/ operator interviewed	S U	
3. Report includes questions asked in interview	S U	
4. Report includes description of owner's/operator's perspective of the decisions to be made and the role of business enterprises in our mixed economy	S U	
5. Report includes a description of owner's/operator's perspective of the decisions to be made and the role of consumers in our mixed economy	S U	
6. Report includes a description of owner's/operator's perspective of the role of the government in our mixed economy	S U	
7. Oral presentation is 2-3 minutes	S U	
8. Oral presentation includes name of owner/ operator interviewed	S U	
9. Oral presentation includes summary of owner's/ operator's perspective of roles of business enterprises, consumers, and government in our mixed economy	S U	

Teacher \_\_\_\_\_ Date \_\_\_\_\_



## **Directions to Teacher**

The learner should indicate the name of the business owner or operator he/she is planning to interview before making the contact. The evaluator can then determine that each learner will be contacting a different business owner/operator.

Compare/contrast findings after the oral presentations to broaden students' understanding of the roles of business, consumers, and government in our mixed economy.

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## *Describe Interest Rate Influences*

### **Standard**

- D.12.6 Explain how interest rates are determined by market forces and how they influence the amount of borrowing and saving by business investors, consumers, and government officials (see SS D.12.11)

### **Directions**

For this activity you will describe in detail how the scenario described below affects business, business investors, consumers, and government officials.

Write your response in a two-page written paper. Your paper should be word processed, using a font size no larger than 12 and no more than double-spaced. Include an additional page which visually depicts the interaction among the business, business investors, consumers and government officials. You can use a software application or hand-create the visual aid.

### **Scenario**

The Village of Verona is considering spending \$100,000 on playground equipment in the city park. Right now, interest rates are relatively high at 8-1/2%. To finance the new playground equipment the Village of Verona would borrow from the local bank, the Verona State Bank. What effects will occur if the Village of Verona decides to go ahead with this relatively high loan? Consider all of the following entities as you write your response: Business Investors, Businesses, Consumers, and Government. Use this scenario for your visual aid.

Using the same information as above, write your response assuming that the Village of Verona has decided to forego the loan and wait until interest rates come down to 6-1/2%. Again, consider the following entities as you write your response: Business Investors, Businesses, Consumers, and Government.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**Describe Interest Rate Influences***Scoring Standard*

You must achieve a rating of "satisfactory" on each criterion to demonstrate competence.

*Rating Scale*

S= Satisfactory; completed the criterion accurately and completely

U= Unsatisfactory; did not cover the criterion accurately and completely

*Scoring Guide*

Criteria	Rating	Comments
1. Paper is two pages long	S    U	
2. Paper is word processed using a font no larger than 12 point and no more than double-spaced	S    U	
3. Paper includes a visual aid	S    U	
4. Visual aid describes the interaction between business, business investors, consumers and government officials	S    U	
5. Paper describes the consequences for businesses if the loan went through	S    U	
6. Paper describes the consequences for business investors if the loan went through	S    U	
7. Paper describes the consequences for government officials if the loan went through	S    U	
8. Paper describes the consequences for consumers if the loan went through	S    U	
9. Paper describes the consequences for businesses if the loan did not go through	S    U	
10. Paper describes the consequences for business investors if the loan did not go through	S    U	
11. Paper describes the consequences for government officials if the loan did not go through	S    U	
12. Paper describes the consequences for consumers if the loan did not go through	S    U	

Teacher \_\_\_\_\_ Date \_\_\_\_\_



### **Directions to Teacher**

None.